

Canyon View High School 166 West 1925 North Cedar City, Utah 84720

April 9-10, 2008





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Canyon View High School 166 West 1925 North Cedar City, UT 84720

April 9-10, 2008

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 9-10, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Canyon View High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Jennifer Wood is also commended.

The staff and administration are congratulated for their desire for excellence at Canyon View High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Canyon View High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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CANYON VIEW HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Jennifer Wood Kevin Pedersen	1			
Counseling				
Kim BlacknerBarry NielsenConnie Wallace				
Support Staff				
Batt, Monique	Lunch Secretary			
Bealer, Adam	Custodian			
Beatty, Cindy	Secretary			
Benson, Janalee	Media Aide			
Bishop, Shaunda	Lunch Worker			
Bracken, Colton	Custodian			
Brian, Carol				
Cavender, Renae	•			
Christian, Vickie	•			
Clark, Cambrea	•			
Coombs, Michelle				
Cowan, Collette				
Cropper, Brittany				
Cruz, Maria	*			
Curtis, Anne				
Edwards, Joyce	•			
Estin, Tara	*			
Fischer, Heather	•			
Gale, Sue				
•				
Hopfer, TammiHumes, Kristen				
Jackson, Julie				
Jean, Kari				
Jones, Kerrie				
Merryweather, Shelly				
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Nelson, Mac	Custodian
Nowland, Jerry	Special Education Aide
Olson, Brenda	Lunch Worker
Pena, Carolyn	Secretary
Prince, Natalie	Custodian
Roberts, Sterling	Custodian
Robinson, Peggy	Special Education Secretary
Sanders, Donna	Secretary
Sanders, Lana	
Simcox, Terie	Lunch Worker
Stocks, Clarica	Accompany Staff
Taggart, Chris	ESL Staff
Wilkey, Tony	
Woods, Michelle	
Young, Katie	Special Education Aide

Faculty

Baker, Crystal Graff, Emily Mumford, Ma Benson, Tim Grimes, Jennie Nuttail, Amil	
Pansan Tim Grimas Iannia Nuttail Amil	yn
Benson, Tim Grimes, Jennie Nuttail, Amil	-
Boyes, Sandra Hartley, Wayne Rose, Missy	
Brandt, Chuck Hodson, Suzy Sanders, Jare	d
Brown, Christina Howard, Andrea Shirts, Jill	
Brown, Kirt Hunter, Randy Sorensen, Da	vie
Bulloch, Jessica Jacobsen, Jason Sorensen, Ka	tie
Christensen, Cody Johnson, Karen Sorensen, Mo	nty
Comstock, Mark Jordan, David Tawa, Adrian	ne
Cowart, Gary Lambeth, Brad Taylor, Susar	ı
Daughton, April Langford, Jim Trapp, Ambe	r
Davis, Spencer Larsen, Amanda Truman, Jean	
Dowse, Colleen Lewis, Danny Werber, Brya	n.
Draper, Annie Lyman, Glen Willis, Julie	
Duncan, Maria Maxwell, Shawn Wood, Ron	
Frandsen, Kolbi Merrell, Corey Ziegler, Jacob)

CANYON VIEW HIGH SCHOOL

MISSION STATEMENT

Canyon View High School, in partnership with parents and community, empowers students to become caring, competent, and contributing citizens who find fulfillment in lifelong learning.

BELIEF STATEMENTS

- 1. We believe that students, teachers, parents, and community have a collective responsibility and accountability for students achieving academic excellence.
- 2. We believe a positive, safe, respectful, tolerant, compassionate, and nurturing learning environment is crucial to student success.
- 3. We believe a curriculum based on the Utah Core Curriculum and developed through collaboration among Professional Learning Communities promotes quality teaching and learning.
- 4. We believe all students learn in unique ways, at different rates, and through a variety of instructional strategies.
- 5. We believe a variety of assessments should be used to measure students knowledge, skills, and achievement.
- 6. We believe students should be given intervention, remediation, and make-up opportunities to empower them to become competent learners.
- 7. We believe a student's education is enhanced by extra-curricular activities within a system of academic support.
- 8. We believe a commitment to self-reflection and continuous improvement is imperative.
 - 9. We believe achievement should be respected, recognized, rewarded and celebrated.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Competent Learner: A Canyon View High School student will be a COMPETENT LEARNER endowed with the ability to read, write, listen, speak, and think critically about academic subjects and the world around them.

Indicators:

- 1. Demonstrate competency in curriculum requirements
- 2. Demonstrate literacy across the curriculum
- 2. Effective Communicator: A Canyon View High School student will be an EFFECTIVE COMMUNICATOR, capable of utilizing various mediums and forms of expression to gather, develop, and communicate ideas effectively.

Indicators:

- 1. Express ideas clearly and concisely in writing assignments.
- 2. Communicate with purpose and understanding in presentations and speeches
- 3. Actively listen, respond appropriately, and acknowledge the ideas of others.
- 4. Effectively use technology to communicate with others
- 5. Create artistic expression through art, music, dance, or drama.
- 3. Responsible Citizen: A Canyon View High School student will be a RESPONSIBLE CITIZEN who possesses a sound work ethic, respects self, peers, others, and the environment, contributes to the community, and accepts responsibility for reaching his or her potential

Indicators:

- 1. Demonstrate accountability and integrity in personal behavior
- 2. Demonstrate the ability to resolve conflicts and disputes appropriately
- 3. Demonstrate individual responsibility by following rules, being prepared, respecting property, and using appropriate language
- 4. Participate in service-oriented community activities
- 5. Develop a plan for post-secondary growth

Date of visit: April 9-10, 2008

MEMBERS OF THE VISITING TEAM

Steven K. Hirase, Murray School District Office, Visiting Team Chairperson
Marilee Eyre, Beaver High School, Beaver School District
Sally Lewis, Bonneville High School, Weber School District
Tim Lowe, Dixie High School, Washington School District
Mark Mitchell, Alta High School, Jordan School District

VISITING TEAM REPORT

CANYON VIEW HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Canyon View High School was established in 1997 and was located at 1865 North Main in the present Canyon View Middle School building, across the street from the high school's current location. Due to the tremendous growth Cedar City was experiencing at the time, this new building quickly became too small and was occupied by Canyon View High School for only three years. The new high school building, in its present location at 166 West 1925 North, was dedicated in 2000. Significantly, Vickie Wilson, the school's first principal, oversaw the construction of both buildings during her seven-year tenure as principal. Prior to the establishment of Canyon View High School, Cedar City High School was the only high school in Cedar City.

The falcon is the mascot of the school, and the school colors are black, silver, and teal. Approximately one thousand students are currently enrolled in grades nine through twelve, with a staff of 56 faculty members and 43 classified employees. Canyon View High School is in the Iron County School District and is a 3A school in Region 9.

a) What significant findings were revealed by the school's analysis of its profile?

The Visiting Team found that Canyon View High School's analysis of its profile was very thorough, and indicated both areas of strengths and weaknesses. Upon review of the school profile, the Visiting Team felt that it had a very accurate view of the school, and the visit confirmed the accuracy of the school's efforts. It is not always an easy task to take a critical look at one's organization specifically for the purpose of finding areas that can be improved upon, but the administration and staff of Canyon View completed that task admirably.

The Visiting Team commends the school on the thoroughness of the data provided as part of the school's profile. The Visiting Team found the school's analysis of each of the data points to be honest, and this honesty forms a foundation for the school's improvement plan and increased student achievement.

b) What modifications to the school profile should the school consider for the future?

As the school develops more expertise and sophistication in the area of data collection and analysis, they might consider conducting some correlation analysis of the data available. As an example, the school might choose to determine whether a relationship exists between student attendance and student performance on the state Criterion-Referenced Tests. This information could be included in the

profile and considered when the school modifies its school improvement plan. Other areas (i.e., grade point average, student discipline, etc.) could also be analyzed and included in future school profiles.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The Visiting Team found the school's self-study to be very complete and very accurately reflective of Canyon View High School's strengths and limitations. It provides the school with information related to student achievement to the extent that they can make an easy determination about which students are learning and not learning. The Visiting Team confirmed a high level of participation and support from all of the major stakeholders (administration, faculty, support staff, parents, and students) in the completion of the process. In addition, the team found that the results of the self-study were reflected in the school's improvement/action plan.

Suggested Areas for Further Inquiry:

- Include data on twelfth grade attendance to determine whether the 2006-07 attendance rate was an anomaly or is establishing a trend.
- Determine whether the schools' efforts to foster responsible citizenship at Canyon View High School (Goal 3) has had an impact on student discipline data.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?

Through interviews with staff, students, and parents the Visiting Team found that members of all stakeholder groups had opportunities for participation in the accreditation process. The school faculty clearly had the greatest involvement in the process out of all the stakeholders. The self-study and school profile have been the focus of faculty meetings and professional development days during the past two school years as the school prepared for the accreditation visit. Parents

and students were also involved in focus group activities during these past two years.

b) To what extent do the school's mission and beliefs align to support the school's DRSLs?

The Visiting Team found the school's mission and beliefs to be highly aligned with the DRSLs. Canyon View High School did a good job of assessing the school through the department reports and evaluating system-wide effectiveness through the focus group process. The school's action plan provides a good framework for positively affecting student achievement.

c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

During the process of reviewing the school's DRSLs (which were developed for the previous accreditation visit), the school determined that there were too many DRSLs that might or might not have been aligned to the school's mission and belief statements. To modify and refine the school's DRSLs, the school posed the following essential question: "What knowledge, skills, and dispositions do we want students to acquire while at Canyon View High?" As a result, the school changed its DRSLs to reflect three that are well aligned to the mission and belief statements. As part of this process, the school also identified indicators for each of the three DRSLs.

The Visiting Team found that the indicators that have been identified accurately measure the school's progress toward achieving the DRSLs. Although all the indicators do not currently have a school-wide assessment in place for measuring progress, the Visiting Team found evidence of the development of these assessments in the school's action plan, and is confident that the assessments will be developed and implemented during the term of the school's accreditation.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

The Visiting Team found it to be very evident that the culture of the school is reflected in the school's mission, beliefs and DRSLs, and drives the decisions made at the school. The school's improvement efforts, including the Trust Lands plan, professional development efforts, etc., all support the six-year action plan.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

The Visiting Team found a high level of collaboration within departments to ensure that the Utah Core Curriculum is implemented. The following are activities regularly used at the school to encourage collaborative efforts:

- Teachers are required to create curriculum maps for each unit they teach, including alignment to the State Core and inclusion of the school DRSLs (these being more specific than mere scope and sequence).
- Departments meet regularly at lunch and after school for curriculum mapping, idea sharing, and collaboration.
- The focus group meets quarterly.

The Visiting Team suggests that the school explore opportunities for collaboration across content areas. These collaborative efforts will help ensure the successful development and implementation of school-wide assessments that will measure student progress on the DRSL indicators.

b) To what extent does the curriculum engage all students in inquiry, problemsolving, and higher-order thinking skills?

The Visiting Team found that Canyon View High School teachers engage in a variety of teaching strategies to meet the needs of all students. These include traditional teaching methods, media projects, labs, note-guides, test review, etc. In addition, remediation with teachers, intervention at lunch and after school, EDNET classes, tutoring, and concurrent enrollment and Advanced Placement classes are provided to address the learning needs of a diverse student population.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

The Visiting Team found a high level of support for the development or modification of a curriculum that focuses on the school's DRSLs. As evidence, parents, students, and faculty members commented on the strength of the English Department in increasing student communication skill levels, which is evident through various reading and writing assignments in other content areas. The development of rubrics that will be used to measure student progress on the school's DRSLs will be accomplished through the collaborative work of faculty members, and will require modifications in the curriculum to achieve the progress the school expects.

d) How does the staff use assessments to drive curriculum to ensure that all students can reach the intended learning outcomes?

Through interviews with staff members and classroom observations, the Visiting Team found that the staff utilizes a variety of assessments to determine the needs and ability levels of students to achieve varying degrees of success. The staff is provided with a wide range of school-level as well as classroom-level data, such as CRT results, attendance data, grade point average data, etc., to help determine student needs. Some departments have incorporated common assessments that are specific to the Utah State Core Curriculum to help determine whether students are reaching the intended learning outcomes.

The Visiting Team suggests that the school explore the use of common assessments in all content areas as it establishes professional learning communities (Goal #1).

Instruction:

a) To what extent do teachers use a variety of instructional strategies to enhance student learning?

Through classroom visits, it became apparent to the Visiting Team that the teachers use a variety of instructional strategies to enhance student learning. The teachers use various catch-bell activities to begin their classes, including energizers that the students especially enjoy. Some teachers like to begin class with an open-ended question that sets the stage for their class, then explore various answers, and review what they learned at the end of class. Teachers keep students involved by using activities such as writing, listening, group discussion, student presentations, memorization, and hands-on activities.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

During classroom visits, the Visiting Team observed that all teachers display posters with the school's mission statement and the DRSLs. The students see these posters on the walls in the hall as well as on their school's web page, which is available to the parents and community. The students have made booklets and practiced writing various examples using and analyzing their DRSLs. DRSLs are reinforced in daily announcements and referred to on Fridays, when announcements are televised in every classroom. Students are required to write definitions of DRSLs, and some students have even created a "DRSL dance." The teachers have created quizzes based on the DRSLs and test the students on them in all content areas. Thus, every classroom seems to be actively involved with the school's DRSLs.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

Identifying instructional needs through SAMS, UBSCT, and CRT scores is important to the Canyon View High faculty. Departments get together to identify their strengths and weaknesses and adjust their teaching accordingly. Most English teachers are taking reading classes to complete reading endorsements, and every math teacher attended a national math convention. Many summer activities are available for teachers to receive ongoing training. Stipends are readily available to help encourage teachers to advance in their training. The district's professional development specialist works directly with teachers and staff members in arranging professional development training and activities. New teachers meet bi-monthly for training during their first three years and receive mentoring. The students complete an evaluation form on every teacher. The form encourages students to write comments that help their teachers improve in areas in which the students feel the teachers need improvement. Therefore, student learning seems to be supported by professional development and student input.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

All teachers are certified in their content areas, and all teachers are NCLB highly qualified. All teachers complete a self-evaluation survey to reflect on their teaching and adjust accordingly. The teachers use curriculum mapping to see that their assignments and activities align with the State Core. Many teachers feel the core mapping helps them to continually emphasize core standards throughout the year.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

To the Visiting Team members, Canyon View High School seems to have a well-defined plan for integration of technology; the team noted that all teachers have access to projectors and speakers, giving them immediate access to information, videos, and photos from the Internet. The teachers feel that access to computer labs is easy and never a problem. The math teachers have a portable math lab to assist in easy access for their department. The Music Department has a CD recorder, which is a valuable tool for assessing student learning. Students in various departments are now taking the majority of year-end tests online, which shows they are comfortable using technology in their school.

Assessment:

a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?

The extent to which the Canyon View High School staff has developed classroom or school-wide assessments with performance standards based on clearly articulated expectations is exemplary. As reported in the school's focus group report, 87 percent of respondents base classroom assessments on clearly defined core standards. The students in the focus groups said that they are often provided with models and examples of good performance. Specific subjects they gave as examples were technology, math, Spanish, and geography.

b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

Canyon View High School has a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations. Eighty-three percent of respondents in the focus group said that assessments of student learning were consistent, fair, and equitable. Furthermore, students responded that they were satisfied that they were provided with multiple opportunities to demonstrate their learning in an equitable manner.

The Visiting Team suggests that Canyon View High School continue to define and refine its process of fair and equitable assessment for individual and school-wide assessment. This process could include an analysis of non-biased state assessments such as the Utah Basic Skills Competency Test, as well as the Criterion-Referenced Tests.

c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?

Although the Visiting Team observed a wide variety of data available to staff members, the extent to which the professional staff at Canyon View High School uses data to assess the success of the school in achieving its academic expectations is somewhat limited. Fifty-seven percent of respondents in the focus group stated that the assessments they give their students cover the full range of Utah State Core Standards thoroughly. Students explained that they are given data on a weekly basis in the Student Education Occupation planning period implemented at Canyon View High School. During this period, the staff uses data to assess the success of students through SAMS. However, 96 percent of respondents said they only occasionally or rarely use SAMS data as an indicator of student performance.

The Visiting Team suggests that the professional staff at Canyon View High School use every form of accessible data, including attendance, grades, truancy reports, and SAMS, to assess the success of the school's achievement of its academic goals.

d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?

The Visiting Team believes that the implementation of Professional Learning Communities provides a system of support for school improvement and professional development. These learning communities will enable teachers to collaborate in developing a broad range of student assessment strategies.

e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?

There is little evidence to support a school-wide organizational agreement on the use of a school-wide scoring tool to assess the DRSLs.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?

The Visiting Team found strong, compelling evidence that the school leadership fosters an extremely positive academic learning climate and provides excellent support for teaching and learning. The school administration has been very successful in the accreditation process, establishing a collaborative process that actively involved all stakeholder groups. Interviews with parents, students, and faculty members indicated a high degree of respect and support for the efforts led by the school administration.

The Visiting Team commends the school on the strength of the school leadership, and has a high level of confidence that the school will be successful in its implementation of the school action plan and that its efforts will have a positive impact on student achievement.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?

The Visiting Team has observed evidence that the decisions made by the school leadership are data-driven and research-based. The goals that have been identified in the school's action plan are a direct result of the school profile and the data contained in that profile. The action steps identified to meet the goals are directly tied to research-based strategies and practices.

c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

The Visiting Team was able to identify a strong connection between the school's use of both fiscal and human resources and the school goals, DRSLs, and general school improvement efforts. The school administration provides resources for staff members to engage in professional learning activities that directly affect student learning in the areas of need identified in the school profile. Budget requests made by departments are supported if the professional staff can identify the connection between the purchase and the achievement of a school goal or meeting the school's DRSLs. Other school efforts, such as the Trust Lands plan, are viewed as a component of the overall improvement efforts and support the action plan.

d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?

The Visiting Team found evidence to support the school leadership's successful efforts in empowering the school learning community in the collaborative process that was employed in the school accreditation process. Interviews with members of the school leadership team, focus group leaders, etc., suggest that the contributions made to these efforts were acknowledged and valued, and were incorporated in the school profile and action plan.

e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

The Visiting Team found no evidence that the school has established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving school-wide expectations. However, interviews with students and parents indicate that faculty members are willing to spend extra time in assisting students as they need extra help.

The Visiting Team encourages the school to investigate formal ways to enhance the connection between the teachers and students so as to provide the type of relationship in which the teacher will become an important resource in helping the student meet schoolwide expectations.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

<u>Culture of Continual Improvement:</u>

- a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process that is reviewed and revised on an ongoing basis?
 - Canyon View High School has developed and implemented a comprehensive school improvement plan using the Utah accreditation/school improvement process. The Visiting Team notes a high level of collaboration in the development of the plan and strong support in the implementation of the action plan.
- b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?
 - The Visiting Team commends the school leadership for its professional development efforts and the extent to which the plan aligns with the school goals and action plan. The school has closely examined student achievement data and has identified areas that require attention. The professional development activities have been well thought out and systematically meet the identified areas of need.

c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?

The school-wide action plan has been well thought out and is very focused on addressing the needs of the school and the students. The action plan is data-driven and aligns well with the school mission, beliefs, and DRSLs. The school staff and members of the School Community Council indicated a high level of support and commitment to the implementation of the action plan. They often referred to the school principal's commitment and high degree of support for the school learning community as the impetus for their own levels of commitment. The Visiting Team is confident that Canyon View High School will be successful in its school improvement efforts.

To what extent does the school create conditions that support productive change and continuous improvement?

The Visiting Team found that the administration has worked closely and openly with the staff and the Community Council to foster a culture of collaboration and continuous school improvement, and that the administration is receptive to new ideas. The faculty is committed to building a community of learners and implementing best practices that support increased student learning throughout the school.

The Visiting Team also believes that the implementation of professional learning communities at the school will help create conditions that support productive change and continuous improvement.

e) What significant progress has been made in implementing the original action plan since the last full visit?

The Visiting Team found evidence that the school has made significant progress toward meeting the goals established for the 2001 accreditation visit and action plan. Following are the goals the school established and the progress made on each goal.

- Increase attendance by five percent—Since the 2004 school year, the average attendance at DVHS has increased by 13 percent.
- Increase number of "Good News Notes" sent to students by 25 percent— Since 2002, the number of "Good News Notes" sent to students has increased by 371 percent.
- Decrease the percentage of F grades by five percent—The number of failing grades (defined as "no credit" grades) has dropped from a high of 20 percent in 2003 and 2004 to a low of 6.10 percent during the first quarter of the current school year.

- Develop scope and sequence in all courses—Every faculty member has done a curriculum map for at least two courses. Teachers who teach more than two courses will complete their additional maps by the end of summer 2008.
- Raise scores on the Stanford Achievement Test to 60 percent and scores on all end-of-level tests to 70 percent of the students proficient—The SAT was discontinued shortly after the school's accreditation visit. The school continues efforts to meet this goal.
- f) What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?

The Visiting Team found the recommendations made by the original team to be somewhat general and vague in nature. The Visiting Team believes there is evidence to support the school's effort to address the initial Visiting Team's recommendations.

CHAPTER 5: COMMUNITY BUILDING

a) To what extent does the school foster community building and working relationships within the school?

The Visiting Team found significant evidence that demonstrates the school's commitment to fostering community building and working relationships within the school. Collaborative programs and services have been implemented at the school that create and sustain a learning environment that establishes a sense of caring and belonging. Examples of these programs include:

- SEOP advisory groups that meet at three-week intervals.
- ESL programs.
- An after-school math tutoring program.
- Lunch and after-school intervention programs.
- Extended media center hours (before school, lunchtime, and after school).
- AP and concurrent enrollment courses.
- b) To what extent does the school extend the school community through collaborative networks that support student learning?

Canyon View High School has established a wide range of collaborative networks that support the school in its efforts related to student learning. The school establishes a network among its parents that engages them as partners in the learning process through back-to-school night, the school/PTA newsletter, the SEOP process, PowerSchool access to student progress/attendance reports,

communication through the school website, and opportunities to serve on the School Community Council.

The school has also supported a collegial network with other schools within Iron County School District and Southern Utah University, as well as activities such as teacher and department collaboration with Canyon View Middle School, peer coaching opportunities, and the use of student teachers and practicum students from SUU to strengthen this collegial network.

Finally, the school has built a collaborative network of support within the community of Cedar City. Canyon View High School students are active participants on the Youth City Council and Governor's Youth Council. Canyon View High School supports the use of the gyms, playing fields, and auditorium by the community and local church groups on a regular basis. Community members regularly attend music concerts, plays, and sporting events hosted by the school.

The Visiting Team commends Canyon View High School for its efforts to establish an extensive network of community support that enhances students' learning opportunities.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

The Visiting Team observed that the entire school community had been involved in the self-study process. Through interviews with staff, parents, and students it became apparent that there was a high level of participation throughout the entire process. In addition, the community at large was kept apprised of the progress of the process through newsletters and the school web site. Additionally, on an annual basis, a survey is administered to parents and students to assess their views regarding sense of community, safety, faculty relationships, etc. The survey results, both parent and student, indicate strong support for Canyon View High School and its staff. It is noted by the Visiting Team that a group of three students were actually responsible for the creation and production of the school's self-study book that was provided to team members. The Visiting Team commends these students for their hard work in producing this professional-quality document.

d) How are results of school improvement identified, documented, used, and communicated to all stakeholders?

The Visiting Team observed the wide variety of methods the school employs to inform and communicate information to staff, students, and parents. The school newsletter from the principal is a tool used for indicating progress in meeting goals. The school's website is also a tool widely accessed by parents. Information regarding school goals, the self-study process, etc. is published on the website to inform the parents of current progress. Finally, the school keeps students well

informed of the school goals and progress on them. At an assembly early in the school year, the school shared goals and expectations with the students. At assemblies during the course of the school year, the principal reported student progress on goals and celebrated success with them.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends members of the school staff for their level of commitment to the students of Canyon View High School. The Visiting Team observed a high level of collaboration and camaraderie among staff members. Teachers are willing to assume additional assignments and responsibilities, often on their own time, to provide additional opportunities for their students. With the implementation of Professional Learning Communities at Canyon View High, teachers have been asked to meet on a weekly basis during their lunch hour. They have given freely of their time to advance the goals of the school and improve student achievement.
- The Visiting Team commends the school administration on the leadership and direction they have given to the school. Providing a school with direction and making the necessary changes to increase student achievement is difficult at best. The school administration, under the direct leadership of Principal Wood, has successfully provided direction to the school, and is changing the school culture in a positive direction.
- The Visiting Team commends the school for the thoroughness of the self-study process. It was very apparent that the school conducted a collaborative effort and had the support and participation of all stakeholders. The Visiting Team felt that the school profile was well thought out and presented an honest assessment of the school, including it strengths and weaknesses.
- The Visiting Team commends the school on the strong sense of community that exists there and the great sense pride among all individuals associated with the school. All staff members, including the teachers, administration, counselors, and support staff, are invested in the students and care deeply about their success. The school is very well kept and clean, and this helps in fostering the strong sense of pride.
- The Visiting Team commends the school on its excellent web site. The school has taken advantage of the technology available and has provided a valuable tool for communicating with parents and other members of the community. The web site

is kept up to date, and new information is provided in a timely manner. It was reported to members of the Visiting Team that often information is reported on the school web site before the media outlets have the chance to publish the information or the story.

Recommendations:

- The Visiting Team recommends that the school and staff continue their efforts in the development and implementation of tools to measure progress on the school's DRSLs. The school should investigate means of reporting progress, both on a school-wide level and an individual student level, related to the indicators for each DRSL.
- The Visiting Team recommends that the school strengthen its professional development activities through the continued use of Professional Learning Communities. The work of the Professional Learning Communities should focus on the development and use of common assessments within each department. Data collected from these common assessments should be used to guide decisions related to curriculum, instruction, and remediation/intervention. The school administration should investigate ways to provide teachers with common time to work within their Professional Learning Communities. In addition, teachers who are the only ones at the school teaching their type of course should be provided with opportunities to collaborate with staff members at Cedar High School who may be in the same situation.
- The Visiting Team recommends that the school continue its efforts related to student attendance. Although the school has made significant progress in this area, there is some concern regarding the attendance rate of twelfth grade students. The school should continue to monitor this data to determine whether the data for the 2006-07 school year was an anomaly or a trend.